

Curriculum Mapping - 2018-2019

All classes to use KLIPS and curriculum coverage document to track the coverage and learning skills across the year.

Over the 2 years – the elements below must be covered – the flexibility is in the theme / topic and discretion to when to teach.

The curriculum coverage document **will be highlighted** to show the 'broad and balanced' curriculum offered. This will enable teachers to ensure that a child through placement develops a wealth of knowledge, skills and understanding of all subjects which they can apply across the whole curriculum.

Maple Class – Y3/4

| English | Maths | Science | Computing | | | | | |
|---|--|--|---------------------------|------------------------------|-------------------------------|-------------|---------------|--|
| English units to be chosen based on the theme, continuing to ensure the texts used link to the theme and cover a range of non fiction, fiction and poetry which is pitched and the appropriate level and maturity of the class. | A PUMA maths assessment identifies gaps in learning. Teachers should use Lancashire planning materials and support to map out the curriculum which meets the needs of the cohort and secures progress from their starting points. Ensuring key skills are acquired. (timetables, number facts, mental maths skills etc.) | ONGOING (y3/4) – monitoring a change over the year e.g. light | Computer Science | Digital Literacy | Information Technology | | | |
| | | Y3 Rocks and Fossils | | | | Programming | Online Safety | Create, Manage and manipulate digital content Text & Images |
| | | Y3 Diet, nutrition, movement and skeleton | | | | | | |
| | | Y3 Plants, function, growth | Simulations and modelling | Digital research – searching | Images, video and animation | | | |
| | | Y3 Forces and Magnets | | | | | | |
| | | Y3 – Light, shadow, reflections | | | | | | |
| | | Y4 – Electricity – series circuits, switches, conductors, insulators | | | | | | |
| | | Y4 – teeth and digestive system | | | | | | |
| | | Y4 States of Matter | | | | | | |
| | | Y4 – Habitats and classification | | | | | | |
| Y4 – Sound | | | Sound | | | | | |

Data Handling

| Subject | SUGGESTIONS & Key Learning |
|---------------------------------|--|
| Geography | The region where I live, Volcanoes and Earthquakes, Lake District, Rubbish and recycling (environmental study) Contrasting region in Europe, Rivers |
| History | The Great Plague (A theme beyond 1066), Ancient Egypt, Ancient Britain – Stonehenge, Local History (The Pendle Witches / Slave Trade) Roman Britain |
| Art and Design (Max 3 per year) | ONGOING – exploring and developing ideas / Evaluating and developing work / Drawing Units – digital media , painting, printing, textiles, 3D, Collage |
| Design Technology | ONGOING – Design, Make, Evaluate (Skills) Units – food, textiles, structures, mechanical and electrical systems and ICT |
| PSHCE | PSHCE scheme of work is currently under review in line with school requirements and the core coverage required for the transient nature of the school. Covering – online safety, all about me, bullying, medicines, safety, stranger danger, people who help us, feelings, emotions - See key learning overview. |
| PE | Broad and balanced including – Dance, Games, gymnastics, outdoor and adventure |
| Music | Children must be – performing, listening, creating throughout the whole year. Musical elements to be taught – pitch, duration, dynamics, tempo, timbre, texture, structure |
| RE | See ME for RE SoW and yearly questions - 3 Christinaity Units & 3 units of other religions. |

